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ABSTRACT

This report provides training activities for teachers, counselors, and other elementary-secondary staff members who are involved in the delivery of career education to students. Training activities are based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium. Based on a needs assessment, competencies to be developed by elementary-secondary staff members were written. The training and retraining efforts fall into six categories, including (1) workshops, (2) inservice programs, (3) university extension courses, (4) school/community involvement projects, (5) peer visitation, and (6) local dissemination. School personnel, department of public instruction personnel, university staff, and publishers can be used as consultants to assist the local district to identify and define career education and to develop a planning model and procedure. (Included in the appendixes are a career education curriculum writing proposal and a local career education inservice training model for educators in high schools.) (LRA)

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TRAINING K-12 STAFF

FOR CAREER EDUCATION

Wisconsin Career Education Consortium
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

October, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE WISCONSIN CAREER EDUCATION CONSORTIUM

The Wisconsin Career Education Consortium (WCEC) was established in 1975 as a U.S. Office of Education funded project to demonstrate incremental improvement in career education. The school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, together with the Wisconsin Department of Public Instruction, comprised the orginal consortium which pooled resources to attain several common objectives including the development of 26 how-to-do-it demonstration packages on various facets of career education, and a kit of assessment and evaluation tools (AE Kit) for career education practitioners.

In 1976, the WCEC was expanded to include a number of relatively inexperienced "partner" schools, as part of the consortium's efforts to disseminate its products and expertise to other schools throughout the state and nation. The junior partner school districts are: Marshall, McFarland, Middleton-Cross Plains, Port Washington, Sacred Heart and Saint James (Shawano), Stevens Point, Waukesha, and Weyauwega. Two universities, UW-Oshkosh, and UW-Stout, joined the WCEC in 1977 when members began to direct their efforts toward demonstrating training of various groups of persons involved in the delivery of career education.

Prinicpal authors of this report on staff training are:

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- Robert Meyer and James Augustin, Wisconsin Department of Public Instruction.

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- Eileen Scott and Herman Tiedeman, Watertown Public Schools
- Allen Stessmann, Sheboygan Public Schools

This list, as long as it is, is not all-inclusive. Many other individuals associated with the WCEC member schools have made valuable contributions to the success of the WCEC's demonstration project in training and retraining. These include teachers, counselors, administrators, and community personnel dedicated to advancing the status of career education in schools and universities across the country.

PREFACE

Preservice and inservice training of major delivery groups must assume a high priority in efforts to develop comprehensive career education programs. Recognizing the need for seasoned career education practitioners to share information on effective training methods and techniques with others who are less experienced, the Wisconsin Career Education Consortium (WCEC) has prepared a series of reports concerning its training and retraining experiences.

This report provides models for training teachers, counselors, and other K-12 staff. It is one of four WCEC reports concerned with training major groups involved in the delivery of career education to students. The other reports provide models for training university faculty and aspiring educators enrolled in pre-service, K-12 administrators, and community and school personnel for effective collaboration in career education.

These models are not intended as comprehensive theoretical models for career education preservice and inservice. Rather, they are grounded in the practical training experience of the 16 school districts and two universities which comprise the WCEC. Each model is a synthesis of the most successful training activities conducted by consortium members during the course of a federally funded demonstration project and in years prior to it.

Members of the WCEC have attempted to emphasize "teaching each other" and "learning by doing" as primary approaches to career education inservice training. For example, experienced practitioners from senior (lead) school districts in the consortium often functioned as resource persons in training their "peers" in less experienced partner districts. For some resource persons, their preparation for inservicing others was in effect retraining and learning by doing for themselves. Short term placement of K-12 staff at community employer sites is another good example of the consortium emphasis on learning by doing, where individuals in the community function as important inservice training agents.

The WCEC hopes that this report and its companion reports will help other individuals to profit from the consortium's training experiences as they plan and conduct career education training in their local settings.

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CAREER EDUCATION TRAINING NEEDS OF K-12 STAFF

Evidence from the State Plan for Career Education

If career education is to be infused into all areas of instruction and guidance, as its proponents believe it should be, K-12 staff must be trained in the philosophy, goals, and objectives of career education and in effective methods of delivery to students. Training of teachers, counselors, and other support personnel is one of the first and most important steps in developing a comprehensive career education program within the K-12 school setting. Continuing inservice efforts and retraining are important in maintaining and improving career education efforts in the school.

Teachers and counselors themselves are well aware of their need for adequate training in career education, as evidenced in the results of a recent statewide needs assessment. The needs assessment was conducted in the fall of 1976 as an initial step in the development of a new Wisconsin State Plan for Career Education. Among the groups surveyed were 1,032 teachers and 100 counselors from 45 school districts across Wisconsin.

Sixty-eight percent of the teachers in the sample indicated their need for "more" or a "great deal more" inservice training for school staff concerning career education. An even larger number, 79%, indicated their need for more or a great deal more suggestions and examples showing application of career education strategies in each subject area. More opportunities for teachers of like grade levels and disciplines to share what they are doing in career education was identified as a need by 75% of the teachers.

Similarly, 74% of the counselors recognized the need for more staff inservice in career education; and 63% of the 232 K-12 administrators surveyed for the state plan noted the need for more planned conferences for administrators, teachers, and counselors to share career education ideas and resources.

Assessment of Local Training Needs

A key to successful local training programs is to identify the particular needs of those who will be infusing career education into the curriculum prior to the training. Then, the inservice programs can be tailored to meet these specific needs so that time and resources are used most effectively.

School districts, especially those in the earlier stages of developing a local career education plan and program, may choose to assess training needs through a survey approach. Surveying teachers and counselors regarding career

education can serve the dual purpose of stimulating interest in career education and identifying priorities among staff needs for inservice. The Wisconsin Career Education Needs Assessment and Survey of Resources Handbook is a good resource which can be consulted by those who want to formally assess career education needs of students within their district and among K-12 staff. The handbook contains a series of needs assessment instruments, instructions for administering them, suggestions for local modification, and notes on analyzing and summarizing the results in a meaningful format to aid planning.

In other instances, school districts may choose to use more informal methods of assessing local training needs. Perhaps the results of a survey of seniors or discussions at a general faculty meeting will reveal areas of career education which require more emphasis by teachers and counselors. Existing data sources and staff comments should not be overlooked in determining staff training needs.

Inservice time and training resources for career education are usually quite limited, so they must be used wisely. Planning training to meet specific staff needs will help to minimize if not eliminate unproductive training efforts and will ultimately encourage improvement in a comprehensive career education program.

PLANNING AND IMPLEMENTING CAREER EDUCATION TRAINING

An Introduction: Career Education in Eau Claire

Eau Claire, a charter member of the consortium, was one of the first Wisconsin school districts to receive a federal grant for career education, and thus provided one of the initial testing grounds for career education in the state. Funds were received in 1971, 1972, and 1973.

Although Eau Claire's earliest commitment to career education appeared in the minutes of a 1964 Board of Education meeting, a formal plan to organize and implement career education concepts locally was not initiated until 1971.

That summer, Eau Claire was among nine Wisconsin school districts granted federal funds to create a comprehensive career education program; and, at the time, local program administrators offered the following postulates as the collective foundation for all future career education projects.

1. Career education is a lifelong process involving continual interaction between the individual and his/her environment.
2. Career education is a process every individual experiences.
3. The school must play the key role in career education if it is to meet the needs of today's youth.
4. A career education program must be integrated into the existing school curriculum.
5. An effective career education program must involve the entire school staff.

Since its origin seven years ago, career education programs have undergone considerable expansion, revision, revitalization, and alteration. Yet, these postulates remain in varying forms, the cornerstones of all efforts in Eau Claire and other districts across Wisconsin.

Numerous activities, units, and projects can be cited to support this claim; however, this report is primarily concerned with describing the types of training and retraining activities provided consortium member school staff in attempting to achieve total school staff involvement in a career education program.

Generally, these training and retraining efforts fall into six categories including: workshops, inservice programs, university extension courses, school/community involvement projects, peer visitation, and local dissemination.

Training to Develop Competence

Classroom teachers and counselors play vital roles in the delivery of career education to students. To effectively deliver career education, they must possess a number of career education skills and competencies. Well planned training activities will help staff to develop the appropriate skills and competencies.

Competencies which K-12 staff should posses and which can be expected to result from career education training activities include (but are not necessarily limited to):

- an understanding of career education goals and concepts
- an awareness of the need for career education
- a working knowledge of career development theory
- knowledge of the world of paid and unpaid employment outside of education
- ability to utilize career education strategies to improve guidance and instructional programs
- ability to integrate career development concepts with learning activities
- ability to relate learning to its application outside the classroom
- ability to identify the many occupations related to their particular subject area
- ability to use community resources, both within and outside the classroom, to facilitate career awareness, exploration, and preparation among students.
- ability to individualize instruction to meet individual needs such as tentative career plans

Training Approaches

Workshops

Traditionally, educational change has been slow and often painful to some staff. When the change effects all grades and all disciplines, it is further complicated. When philosophical issues are to be addressed, it is tantamount to a revolution. Such were the early experiences in some school districts attempting to establish a career education model and implement a program.

To address these issues in Eau Claire, a great deal of effort went into preparing staff to accept and participate in the program. As of this writing, doubting Thomases and debunkers still exist. To combat these feelings, prevalent in every staff, local workshops were conducted to define career education,

develop a philosophical model, write curriculum guides and to integrate appropriate career education concepts and acitivities into the existing curriculum. Basically, these workshops took two forms--summer and/or school year--and illustrate the "learning by doing" approach to career education training.

Summer Workshops. During the past seven years, most, if not all, of the consortium member school districts conducted several summer workshops. The thrust of the workshops depended on where they were in the development of their local programs. As previously cited, those just beginning would focus on developing a definition and philosophical model that the local staff could accept, while those beyond that level could devote time to curriculum writing. In any case, to be successful, there are several common key ingredients necessary.

1. The staff needs to feel strong administrative support for their efforts. Consequently, efforts should be made to have key administrators participate on the workshop team. This administrative participation assures more than mere token interest in the project.
2. Adequate incentives must be provided to insure participation by key staff needed for acceptance. While one of the more active consortium schools is covered by a bargaining agreement mandating posting of such assignment, key staff members were urged by the administration to participate. Compensation in terms of a stipend or hourly rate is usually more incentive than college credit. This is particularly true with more mature staff, since many are already at the top of the salary schedule.
3. Community involvement at some juncture is an absolute necessity. If the workshop is the local school district's initial effort dealing with definition and model identification, the role of community resource persons is to provide information about the world of work and/or society's expectation of education. More direct involvement of community resource persons is needed when curriculum materials are developed in workshops.

Prior to the formation of the consortium, Eau Claire conducted four workshops. These workshops are briefly described here, and a sample agenda can be found in Appendix A.

1. Summer, 1971

   Twenty one teachers, counselors, and administrators participated in Eau Claire's first career education workshop. The workshop was two weeks in length, and the group was charged with formulating a philosophical and practical foundation for a complete and comprehensive systemwide, kindergarten through grade twelve, career education program.

   A major project of this workshop was a written guide which explained the basic principles and processes of career education while providing school staff members of all grade levels and in many subject areas with sample activities which incorporated career education concepts into the regular curriculum.

2. Summer, 1972

   A three week workshop for teachers, counselors, and administrators was jointly sponsored by the Eau Claire Area Schools and District One Technical Institute. The workshop featured both "awareness" and "work" sections as participants divided their time between attending presentations by nationally and locally prominent resource persons and in preparing career education materials for local use.

3. Summers, 1973 and 1974

   Each summer, thirty participants were involved in a two week career education workshop, which offered them opportunities to develop new and innovative units, learning "packages," slide/tape presentations, individualized instructional programs, etc., which would integrate career education concepts into the curriculum.

Mini-Workshops. Workshops conducted during the summer or non-school periods offer the advantage of fewer distractions that often hamper similar efforts during the school year. On the other hand, with careful planning, workshops conducted during the year can be successful and have the advantage of field testing activities as they are developed and support staff and/or resources are readily available.

The special education workshop conducted in 1972 and the mini-projects during the years of 1975-78 are examples of school year projects conducted by the Eau Claire School District.

1. Winter, 1972:

   A December, 1972, workshop involved the coordinator of special education, five special education teachers, and a four member career

education team. The group produced a two volume guide designed to provide teaching units and activities which allowed for integration of career education concepts into the curriculum used for teaching mentally retarded children, kindergarten through grade twelve.

2. Mini-Projects, 1976-1978:

   All Eau Claire Area Schools staff members were invited to submit to the career education administrative steering committee "mini-project" proposals for embellishment of career concepts into the curriculum. Each year the committee approved thirteen to fifteen of these proposals, giving priority to building, departmental or group, and individual proposals, in that order.

   Essentially, each project was an individual workshop involving from two to eight people and lasting from three to nine days. All proposals were in the general categories of curriculum building or the expansion of guidance/counseling services. Further information on the mini-projects approach to training is contained in Appendix B. This approach emphasizes "learning by doing" for teachers, counselors, and other staff.

As noted earlier, all 7 original WCEC schools conducted workshops during the funding period of the consortium, and some had considerable experience in planning workshops prior to involvement with the consortium.

The following serve as additional examples of how workshops can serve as effective training activities:

1. In Sheboygan, thirty teachers and administrators representing 13 of the 20 district schools, and including participants from nearby school districts, participated in a two week career education information gathering workshop during August, 1976. The participants made on-site visitations and evaluations of 40 selected Sheboygan businesses and industries in order to determine the history and organization, employment policies, characteristics sought in employees, available positions and duties, working conditions, training programs, salaries and fringe benefits, promotion and advancement opportunities and the employment outlook for each of the businesses, industries and services visited. In addition, the people making the visitations determined the company policy for the hiring of handicapped people and listed available resources at each of the sites which could be used by teachers during the school year.

During workshop mornings, school personnel met with the personnel directors or designees, toured company facilities, and talked with other managment level people. Visitations were pre-arranged and a series of standard questions was asked. Afternoons were spent writing out information gathered during visits so that the career education coordinator could compile all of the reports into a resource guide with suggested activities for classroom use.

2. In Madison, twelve teachers were selected from the elementary teaching staff to participate in a workshop to develop learning activities which would integrate career education concepts with basic skills in math and language arts. These teachers were selected on the basis of their commitment to career education concepts and curriculum development experience. The teachers represented all grade levels and schools from all areas of the district. The activities were developed and tested in three phases. The incremental testing of the first phase was done in four elementary schools. Revised and expanded activities were tested in eight schools in the second phase. The field testing for the third phase involved twelve schools. A summer workshop for representative teachers from all 33 elementary schools served as a vehicle for disseminating and implementing the activities.
3. School staff members in Oregon (Wisconsin) participated in workshops in summer, 1976 to update the district's community resource guide, and in summer, 1977 to update the district's career education curriculum guide. A large group of teachers representing all grade levels was involved in each workshop, and both workshops provided "learning by doing" training for participants.

   Workshop experience in Oregon has shown that teachers who have invested a part of themselves in developing a guide or other material are very likely to use the completed product and promote its use among other staff members. Consequently, in selecting participants for a workshop to develop a school or district-wide guide or other resources, it is beneficial to obtain a good cross section of all the staff who will eventually be expected to implement the material.

The problems encountered and successes by the consortium members may serve to help other districts interested in developing a local career education program. For further information on "learning by doing" through materials

development workshops, interested persons can contact the career education consultant at the Wisconsin Department of Public Instruction or the school districts which have been cited.

Inservice and Preservice

Inservice. When attempting to change or improve existing programs or adopt new educational programs and/or strategies, it is wise and cost efficient to research the literature and identify successful models for local use. It is usually difficult, however, to find any one program that is totally acceptable without some modification or adaptation. In education, as in many other professions, staffs are usually reluctant to accept in total what is developed somewhere else. For this and other reasons, it is often necessary to develop a local model or guide that will engender local acceptance. As noted in the discussion of workshops, this can be accomplished by using a representative committee. In Eau Claire, the first curriculum guide was developed by a committee of thirteen and later expanded by a group of fifty-two, facilitated by two summer workshops.

Developing guides and other resource materials is an important beginning to locally establishing various facets of career education. Next, awareness and use of these materials among all staff and administrators must be promoted. Using workshop committee members as cadre, the entire staff should be exposed to major guides and resource materials during school inservice meetings. These efforts can be expanded upon by further inservice training sessions conducted on either grade level or department levels. Smaller groups allow for free discussion and more specificity.

This inservice process has been conducted by all consortium schools with some variation in approach. While some, because of local calendar provisions, used after school inservice, others devoted full days to career education inservice; either can be effective with the proper administrative support and preparation.

Caution should be exercised when planning for inservice to take into account the mental attitudes and fatigue level of the staff. Therefore, the day of the week and the time of the year should be carefully considered.

An inservice program could cover one or more of the competency areas listed earlier. Or it might focus on a topic such as facilitating student self-awareness, integrating employability skills into the high school curriculum, or classroom use of a career information system. The model for a two

day inservice developed in the Shawano-Gresham School District on the Wisconsin Occupational Information System is described in detail in Appendix C. A second example from Shawano, an inservice plan for infusing the Wisconsin Employability Skills Program into the high school curriculum, is presented in Appendix D.

The reduction of sex-stereotyping and expanding opportunities for women are other important facets of career education which can be effectively dealt with in a well planned inservice program. The Madison schools have conducted several inservice sessions on these topics, and detailed information on them is included in Appendix E.

Pre-Service. Until recently, few teacher preparation institutions have required career education instruction of education majors. While this past year in Wisconsin two such institutions were added to the consortium membership, there is still little pre-service on career education conducted prior to employment of the new teachers by the local district. Therefore, there is a continual burden on the employing district to prepare new staff members to carry out the local career education program. Consortium members have approached this problem differently; but basically, all have attempted to set aside some time, before initial contact with students, for some exposure of new teachers to the district model.

This effort is then followed up by additional new teacher orientation early in the fall. In Eau Claire, new teachers are required to attend afternoon-evening programs composed of discussions of local career education objectives, definition, and theory, followed by grade level or subject area presentations by veteran staff members. In addition to strong support from the administration, the participants are hosted to a steak dinner. The informal dinner provides staff further opportunities to discuss local strategies and goals. It has been the experience of most consortium schools that the need for inservice on career education, like other conceptual areas of the curriculum, is on-going. It is incumbent on the administration, therefore, to constantly search for effective ways to reinforce the program. This is likely to remain so until career education is an important part of every teacher training institution's program.

University Extension Courses

Aside from local inservice and workshops, the most effective strategy for preparing staff to implement career education in Eau Claire as well as

other Wisconsin consortium schools has been university courses. Since much of the training must take place during the school year, it is often difficult for staff to enroll in on-campus instruction. Therefore, university extension courses have been very popular. The Universities of Wisconsin-Stout and Oshkosh have been very cooperative in providing this service to consortium member schools. In some instances single school districts requested the course and paid the tuition; in others, it was open to the area, and the individuals enrolled paid the costs.

College Credit. During the past three years, career education graduate courses involving personnel from consortium schools were conducted in several locations. The content of the courses provided a general background in the theory of career development, practical experience in developing classroom activities which integrated subject content with career education concepts, and strategies for school-community collaboration. The majority of those participating did so for credit and paid the tuition costs even though the school district requested that the university offer the class in their respective areas.

Sheboygan provides a specific example of using an extension course as an effective method of training K-12 staff for career education. Over 40 teachers enrolled in the "Leadership Training in Career Education" course offered in Sheboygan in fall, 1977 by UW-Oshkosh.

The three credit course is primarily concerned with a leadership training model. The school system selects at least one teacher from every elementary school, middle school and high school to participate in the course. At the middle school and high school level the schools tend to have larger enrollments and more than one person is usually selected from each school. The ideal is a blend of teachers and counselors along with the career education director.

The basic premise is to work with the participants so that they become the leaders in the career education program within their respective schools.

Specific objectives can be developed which enables the system to tailor the course according to local needs.

Specific objectives for the course in Sheboygan were:

1. To develop activities and techniques which will eliminate sex stereotyping in career choices.
2. To develop the proper sequence of career education activities in grades K-12 to assure reinforcement and to eliminate unneccessary repetition.

3. To develop a knowledge of the many resources available in career education.
4. To develop locally prepared career education materials
5. To develop a system of continuing in-service programs for personnel entering the school system.
6. To develop a communications program for parents and other patrons in the school community.
7. To develop a program to meet the special career needs of the exceptional child, including the gifted and talented, the handicapped, and the dropout.

The class meets weekly for 14 weeks. Normally a 1½ hour session after school for all participants is scheduled. The participants spend another 2 hours or more working on various projects within their own school.

A plan is developed encompassing the basic objectives and the participants assume the leadership role in implementing the plan.

An evaluation of the course revealed that a large majority (70%) of participants thought the course was very helpful or moderately helpful in promoting the integration of career education into the curriculum at all grade levels, and in developing a better understanding of their particular roles in career education.

Another recent extension course which serves as an example is the graduate class titled "Curriculum and Methods in Career Education." Offered in Marshall, the course attracted staff from Marshall's neighboring districts of Watertown and Waterloo also. During the course, participants worked on a number of special projects to expand career education in their schools.

To insure maximum benefits from any local extension course, the career education director and other administrators should encourage staff to enroll through various means. Advancement on the salary schedule serves as incentive for many, while others are effected by local professional growth requirements. In any event, participation in extension courses has proven to be a very effective means of training K-12 staff and promoting career education in the school setting.

Non Credit. Other successful training strategies include non credit short courses and programs. These university sponsored programs are usually eight to twelve hours in length.

One example of a short course comes from Eau Claire where the school purchased the "Bread and Butterfly" series and contracted with UW-Stout to conduct a Friday night/Saturday training session. The district paid the University for the service and awarded inservice credit for participation. Some sixty of approximately 250 elementary teachers took part.

In many instances companies and/or publishers provide limited staff training at no cost when sufficient quantities of materials and/or equipment are purchased. These programs are usually well organized and effective. To be successful, however, the local administration must provide strong support for the program and some appropriate incentive for attendance.

Educational Telephone Network. Since most of the Wisconsin school districts are relatively small--less than 100 staff members and many are in remote rural areas--it is not always economically feasible for universities to offer on-site extension classes. In an attempt to reach staff in these areas, the University of Wisconsin-Madison extension division initiated graduate career education classes via the educational telephone network (ETN). Since then, the University of Wisconsin-Whitewater has assumed responsiblity for the ETN classes.

The ETN has phone hookups in many state and local governmental units throughout the state. Consequently, teachers in even the remotest areas have only a short drive to the nearest ETN station. While face to face contact with the instructor and other class members is not possible, access to state and national resource persons is facilitated.

The majority of those who responded to an evaluation survey of the ETN program registered approval of this approach. In this program, like those previously cited, strong support of the administration and appropriate incentives are keys to widespread acceptance by staff.

Community Resources for Staff Development

The nature of career education is such that it requires all staff to have a good knowledge of society and the world of work around them. This is true, since the basic tenet of career education is to prepare students to lead satisfying and productive lives and to make intelligent decisions concerning careers. Specifically, teachers are asked to relate classroom instruction in all disciplines to career education concepts, and quite often the teachers, due to limited exposure, lack a good understanding of the world of work and the many

opportunities available. It is, therefore, essential that the staff take advantage of the vast array of community resources available to them, usually just for the asking.

The consortium schools have used a variety of approaches to accomplish staff training for school-community collaboration. Examples of some of the successful endeavors include bringing resource speakers to the school, providing shadow experiences for staff, summer employment, career days, developing resource guides, and several variations of all of the above. These are briefly discussed below. More detailed discussions of these training strategies appear in the WCEC's model titled Training In Community-School Collaboration for Career Education.

Resource Speakers. Community resource speakers can be a very effective supplement to a unit in the classroom to both students and teachers. First, the resource speaker can provide students with information and a touch of realism that the teacher often is unable to provide. Secondly, and more important, in terms of staff development, the teacher also learns a great deal from the resource speaker's presentation and can call upon that knowledge in the future. All of the more experienced consortium schools utilize community resource speakers effectively in some form on a continuing basis.

Shadow Programs. Another strategy used in most consortium schools is the shadow program. In some schools students have gained valuable insights into tentative career choices by spending all or part of a day with a community worker; similarly, staff members can profit greatly from a shadowing experience. In using this approach, teacher volunteers are assigned to either observe or work with one or more community workers to gain further knowledge of an occupation or group of occupations. As a result, teachers are better able to share career information with students and relate school studies to the world of work.

Summer Employment. Some schools have been extremely successful with one day shadowing programs and have expanded this approach to include summer placements for longer periods of time. Summer employment of staff members by local business/industry provides much greater exposure of the staff to a number of careers. Participating teachers may even be paid by the cooperating business/industry which provides an incentive that results in widespread acceptance by staff.

In June, 1976, 34 staff members from Watertown were placed in local businesses and industries for a one week period. Participants later prepared a slide/tape program on career opportunities in their local community.

Career Days. All of the consortium schools conduct career day activities using a variety of formats. Utilization of community resource persons and representatives from post-high school education institutions continues to be an effective way to provide students and K-12 staff with current information concerning careers.

One approach to career days which has had great appeal in Eau Claire is to schedule several such events throughout the year, each focusing on one occupational cluster. The event is sponsored by the appropriate academic or department(s). The staff of the department(s), in conjunction with the guidance staff, plan the program contact the resource speakers, conduct preliminary activities in class, release students during the event, and conduct appropriate follow up after the program. This procedure involves the staff in another kind of "learning by doing" training. The exposure of academic staff to resource speakers participating in the career days events helps to make them more sensitive to the relationship of their subject area to the world of work. In addition, pre/post classroom activities often give rise to many other career education activities that are integrated into the on-going instructional plan.

Resource Guides. In spite of the fact that abundant resources are usually available in most communities, identification requires time not always available to the classroom teacher. In addition, some teachers are reluctant to make individual contacts. For this reason, most consortium schools have found it necessary for the administration and/or career education director to take the initiative to develop a catalog of local and area resources. This effort usually has taken the form of a guide listing those businesses and industries which have expressed a willingness to cooperate with the schools in their career education efforts.

Information that can be presented in a community resource directory listing includes name of contact person, availability of speakers, willingness to conduct field trips, etc. Supplemental information such as number of employees, type of education, and/or training required for entry type employment, wage scale, etc., is also included. Very often teachers have compiled this information into a directory during a workshop and have learned a considerable amount about careers and their local community in the process.

Reviewing the completed resource guide can provide all teachers on the staff with a good knowledge of the types of occupations available in the area and ready access to community resources.

Peer Visitation

When introducing a new program to the staff, attention must be given to the philosophy and conceptual basis for the program. But once understanding and acceptance of the program have been achieved, the question of "how" must be addressed. The original seven consortium schools attempted to help other schools answer this question by each adopting a partner school. The purpose of this alliance was to transport successful aspects of the more experienced school's career education program to the partner district as well as assist with inservice needs. Both the experienced and the junior partner districts have benefited from their association. Partner schools benefited from the expertise of the parent districts, while the latter benefited through the reinforcement syndrome.

Peer visitations among partner schools proved to be an effective way of providing training on the "how to" of career education. The seven original consortium schools hosted on-site visits by less experienced practitioners and/or sent teams of veteran career education practitioners to other districts upon request. At the elementary school level, peer visitations usually occurred between practitioners of like grade level; at the secondary level visitations usually were arranged between teachers of like or similar subject areas.

Observation of career education activities occurring in the classroom of an experienced practitioner can be valuable to the "newcomer." However, if career education is infused into the existing curriculum, it is not always easy to simply observe upon walking into a classroom. Therefore, when peer visitations are scheduled, time should be provided for activities such as discussing infusion strategies after class and viewing of various career education resource materials used in the school.

Dissemination

As has been shown, staff development can occur through a variety of mediums. Those previously described represent examples of the more common and successful experiences of the consortium schools. Another very effective, but perhaps the most overlooked, method is through an active dissemination program. All staff should be informed about what is going on at the local level in other classrooms and buildings as well as in other area school districts. That "the right hand doesn't know what the left hand is doing," can be particularly true in larger districts.

To combat this problem and to encourage staff to try what has worked well for others, most consortium schools have developed and circulated a newsletter. Newsletters provide information about career education activities being carried on throughout the district and about resources that are available. Newsletter articles also provide reinforcement and recognition to involved staff and encourage others to "get into the act." See appendix F for examples.

Grade level and department meetings have also been used to promote communication among fellow staff members. Teachers learn from teachers and are likely to attempt to emulate successful peers.

Finally, disseminating information about successful programs and/or activities from other area school districts can motivate local staff to develop ideas of their own. Since it's not always possible to visit other districts nor to host practitioners, providing information and materials from successful endeavors outside the district can supplement other local efforts.

Further information concerning what's being done in Wisconsin schools in career education can be received by contacting the Department of Public Instruction's career education consultant. Another methods would be to contact a school district known to be active in career education and request copies of their newsletters, workshop products, etc. Currently there are many school districts with well developed career education programs; consequently, helpful ideas and information are usually available for the asking.

Using Consultants

Educators, when attempting to effect change and/or improvement, have frequently found it necessary to seek assistance from outside sources. Most of the consortium schools have utilized consultants during their initial stages of program development and training. Consultants' services can be an effective means to assist the local district to identify and define career education and to develop a planning model and procedure. Most consortium schools have found, however, that the actual career education program must follow a local plan. As cited earlier, some of the consortium schools have been able to adopt portions of programs that had been developed elsewhere. But, if local staff are to accept and identify with the philosophy and program plan for implementation, they must have been involved in its creation.

In spite of these limitations, consultants are a valuable resource for staff development. Sources of career education consultants include personnel

from school districts known to have successful programs, the Wisconsin Department of Public Instruction, university staff, and vendors or publishers of instructional materials and/or equipment.

School Personnel. While career education is relatively new, a number of school districts have developed successful exemplary programs. Within the consortium, some districts have been actively implementing career education for as long as seven years. Therefore, there exists a sizable cadre of teachers and administrators who can be called upon to assist other schools looking for help in planning and training.

Each local district is unique; in some respects, however, there are a number of commonalities. Therefore, much can be gained by utilizing the services of fellow educators.

A variation of this approach is the on-site visit. One of the original consortium schools has hosted well over 100 such visits. This approach allows teachers, for example, to talk to fellow teachers at the same grade level or in the same discipline and observe various aspects of the program in action.

Department of Public Instruction. One of the major missions of the Department of Public Instruction is to provide assistance to local districts in all aspects of the educational program. A career education consultant was added to the DPI staff in 1971. In addition, the DPI subject area consultants have received inservice by consortium schools on the infusion of career education into their respective subject areas.

Other Department of Public Instruction resources include the administrators of the various state and federal programs. Both technical and financial assistance are available. Current consortium schools have and are currently taking advantage of these resources.

University Staff. Colleges and universities are frequently a good source of assistance for local school districts. Many school districts, including the consortium members, have received assistance from the University of Wisconsin-Oshkosh and the University of Wisconsin-Stout. The University of Wisconsin-Madison has also been very helpful to the consortium schools in providing resource materials and classes dealing with career education.

UW-Oshkosh and UW-Stout are members of the consortium and are making efforts to include career education instruction as part of the under-graduate

training in teacher education. Both universities have been very active in providing graduate extension courses and consultants for local workshops. Individual staff members from these institutions have and will continue to be available to provide assistance for a variety of needs.

The Wisconsin Vocational Studies Center at the UW-Madison and the Center for Vocational, Technical and Adult Education at UW-Stout can also provide technical assistance in career education training and evaluation.

School districts in need of technical services should investigate other area universities as well.

Publishers. During the past six years the career education movement has given rise to the development of a number of new programs focusing on career education. Instructional materials and/or programs integrating career education are now available for all disciplines. Publishers and equipment vendors can be another fine source of assistance in the staff development process.

Consortium schools have utilized publishers to good advantage during the developmental stages of their respective programs. While this approach tends to include some commercialism, the staff can gain insights into career education concepts and activities and at the same time become familiar with current materials and programs available if careful screening is done.

Ten General Principles

Dr. Kenneth Hoyt, Director of the Office of Career Education, U.S. Office of Education, has listed ten general principles for career education inservice in his monograph titled "A Primer for Career Education." These principles have been confirmed by the WCEC during its training experience and seem worthy of mention in any career education training document. They are reprinted below. As Dr. Hoyt has noted, some principles are uniquely important to the community collaborative effort called "career education," while others are applicable to any inservice effort.

1. Inservice education must be a continuing, not a "one shot" effort.
2. Inservice education in education cannot be limited to a single topic area such as career education. Any given topic must fit in with a total plan for inservice education.
3. Since career education involves the efforts of a wide variety of persons, the inservice effort cannot be limited to only a single group.
4. Inservice education needs of various segments of education and the broader community are *common* only with respect to understanding the basic nature, need for, and purposes of career education.
5. *Specific* inservice needs of persons involved in career education vary greatly thereby making it necessary to devise and operate different kinds and forms of inservice education for each.
6. The *collaborative* nature of career education calls for the joint expertise and efforts of many segments of education and the broader community. It is impossible and impractical to expect each to become expert in the kinds of knowledges and skills required of others.
7. Various segments of education and the broader community need to become involved in providing inservice education *for each other*. For example, teachers can be inserviced" by businessmen and vice versa; counselors can be "inserviced" by teachers just as appropriately as teachers can be "inserviced" by counselors.
8. With any segment, a large part of the "inservice' effort can be expected to be in the form of "on-the-job" training rather than in a structured workshop or class setting. The "learning by doing" approach may well become the most common form of inservice education for career education.
9. An essential part of inservice education for any segment of education or the broader community must concern itself with how to work with, learn from, and profit by the expertise and experience of other segments. An "isolationist" approach is unworkable.
10. Inservice education for career education must be planned, coordinated, and operated in a community system plan using a consistent conceptual and philosophical view of career education. While "career education" calls for different persons to do different things, they must share a common understanding of the meaning of "career education."

APPENDIXES

WEEK ONE: DISTRICT ONE TECHNICAL INSTITUTE CAREER EDUCATION WORKSHOP
THEME: MOTIVATION, NEEDS, AND IDEAS

Monday June 11	Tuesday June 12	Wednesday June 13	Thursday June 14	Friday June 15
8:00 - Welcome by Mr. Beedo/Dr. Lansing 8:30- Brief overview of Career Ed. in Eau Claire (Phase One) 9:00 Keynote Speaker Prof. George Walter 10:00 Coffee 10:15 Film from USOE 11:00 Questions, discussion of relevancy, in-Service contracting (goal setting)	8:00 Career Development Theories (Career Ed. Staffs) 9:00 Chancellor Haas 10:00 Coffee 10:15 Participants relating contracts to morning presentations (reactions and organizations for afternoon)	8:00 General Session (questions) 8:10 Writing on projects 10:00 Coffee 10:15 Writing on projects	8:00 Questions 8:10 Don Ickstadt Wayne Gossman 10:00 Coffee 10:15 Dr. Jacobson	8:00 Questions (Career Ed. staff to allude to strengths) 8:15 Buscaglio Intervi (video tape). 9:00 Coffee 9:15 Part Two of Buscaglio 10:00 Further Individua planning, typing and goal-setting 11:00 End
LUNCH	LUNCH	LUNCH	LUNCH	
1:00 Dr. Charles Larson 2:15 Coffee as a group - (discussion of 1:00 p.m. presentation) 2:30 In-Service Contracting 3:00 End	1:00 (Phase Two) Writing groups on projects chosen 2:45 Coffee 3:00 Writing 3:50 Self-Evaluation for today 4:00 End	1:00 Wayne Kassera (Liaison) 2:00 Reaction 2:15 Writing on projects (coffee as individual time permits) 3:50 Self-Evaluation for the day 4:00 End	1:00 Writing on projects 3:00 Coffee 3:15 Writing on projects 3:50 Self-Evaluation and progress 4:00 End	

APPENDIX A

WEEK TWO: DISTRICT ONE TECHNICAL INSTITUTE CAREER EDUCATION WORKSHOP
THEME: ACTUALIZATION (BECOMING)

Monday June 18	Tuesday June 19	Wednesday June 20	Thursday June 21	Friday June 22
8:00 Progress; ideas, problems and concerns 8:05 Donald Clifton (tape) 8:50 Dr. Ken Hoyt (video tape) 9:50 Coffee 10:10 Writing	8:00 Judge Peplau (articulation between school and community; Self-Actualization and Attitude) 9:00 Writing on projects 10:00 Coffee 10:15 Writing on projects	8:00 Progress Report and starting of final writing, editing, revisions (Phase Three) 8:30 Writing on projects 10:00 Coffee 10:15 Finish writing on projects	8:00 Finalizing Reports (discussion of common concerns) 8:15 Final Editing, revising on projects 10:00 Coffee 10:15 Finish writing reports	8:00 Final session (summary of the workshop and its products evaluation and discussion) 9:30 Coffee 10:00 Closing remarks (Stop Phase Three)
LUNCH	LUNCH	LUNCH	LUNCH	
1:00 Dr. Dan Norton 2:00 Writing on projects 3:00 End	1:00 Writing on projects 3:00 Coffee as a group 3:15 Writing on projects (End of Phase Two) 4:00 End	1:00 Ray Theisen 2:00 Writing on projects 3:00 Coffee 3:15 Writing on projects 3:50 Self-Evaluation 4:00 End	1:00 Finalize Reports 3:00 Coffee 3:15 Writing on projects 4:00 Double Bubble Hour	

BOARD OF EDUCATION CAREER EDUCATION WORKSHOP
June 17-21, 1974

Monday June 17	Tuesday June 18	Wednesday June 19	Thursday June 20	Friday June 21
8:00 a.m. General Meeting 8:30 a.m. "Future Shock" (42 minutes) 9:12 a.m. Discussion 10:00 a.m. Coffee 10:15 a.m.- 12:00 noon Review of individual proposals - Writing	8:00 a.m. General Meeting 8:15 a.m. Dale Volkert 8:45 a.m. Writing and individual review of resources	8:00 a.m. General Meeting 8:15 a.m. Writing	8:00 a.m. General Meeting 8:15 a.m. Writing and review of resources	8:00 a.m. General Meeting 8:15 a.m. - 11:30 a.m. Writing and wrap-up 11:30 a.m. - 12:00 noon Discussion and planning session
12:00 - 1:00 LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 1:30 p.m. McKinight Publishers 1:30 - 3:30 p.m. Writing	1:00 - 3:30 p.m. Writing	1:00 - 1:45 p.m. Societal Values 1:45 - 2:15 p.m. Discussion 2:15 - 3:30 p.m. Writing	1:00 - 3:30 p.m. Writing	

BOARD OF EDUCATION

1222 MAPPA STREET – BOX 419

EAU CLAIRE, WISCONSIN 54701

Phone: 715-834-8104

APPENDIX B

April 13, 1978

TO: All Staff Members

FROM: Cliff Stanford

During the past six years, the Eau Claire School District has had as one of its major objectives the development of a K-12 career education program. Throughout this period we have received federal funds to assist us in this endeavor. Strategies for implementing a career education program have included two summer workshops to develop curriculum guides and mini-project proposals submitted by buildings and/or departments.

The present goal of the Eau Claire School District as it relates to career education is to institutionalize and/or embellish career education activities and/or programs previously developed. To assist with this effort, we are calling upon all staff members interested in summer curriculum writing employment to submit an individual or group proposal. The intent of the proposal should be to rewrite or develop teaching units in any subject area or grade level which include career education activities and/or concepts. Because of limited funds, consideration will be given to proposals of from 1 to 40 hours at the current curriculum writing rate of $6 per hour. Each request should include a description of the unit to be developed, the approximate length of the unit, objectives, resources to be used, and the evaluation procedure. An outline for a proposal is attached. It is anticipated that approximately 30 to 35 such proposals can be approved with each being negotiated on an individual basis. While exceptions may be made, it is hoped that all curriculum writing activities could be conducted during the last two weeks in June, 1978, at DeLong Junior High School.

Since this may well be the last year we will receive federal funds for the development of career education within the Eau Claire School District, I sincerely hope a number of you will take advantage of this opportunity to expand upon or develop new teaching units incorporating career education.

All curriculum writing proposals should be in my office no later than Friday, May 5.

If you have any questions concerning this curriculum writing activity, please contact me.

CAREER EDUCATION CURRICULUM WRITING PROPOSAL

I. Proposal Submitted By:

A. Name(s): _____

_____

_____

_____

_____

B. Grade/Subject/Department: _____

_____

C. Building: _____

II. Needs Assessment:

State identified educational and/or career education needs as they relate to students and/or staff.

III. Narrative:

Describe briefly the intent of the proposal, listing the objectives and career education concepts to be incorporated. Curriculum development proposals should clearly show the relationship between the proposed activities and current curriculum. (Attach additional sheets if necessary.)

IV. Describe Proposed Evaluation Procedures:
(Include type of evaluation and approximate time line.)

V. Time and Cost Factors Required: (Describe briefly.)

Approximate total cost _____

VI. Estimated Date of Implementation: _____

VII. Estimated Date of Evaluation: _____

VIII. Additional Comments:

APPENDIX C

WCIS and Local Career Education Two-Day Inservice Training Model for Educators in the High Schools

Based on the 1977-78 WCIS Manual Version

I. Need for such a training model is evident from WCIS evaluation data and user services staff's field observations.

II. Objectives of the training (stated in terms of competencies)

1. Participants will be familiar with both state and local career education goals and objectives and Wisconsin's scope and sequence model for career education.

2. Participants will have knowledge of what WCIS is, its purposes and its advantages as a career information system.

3. Participants will have knowledge of the files within WCIS and their general contents.

4. Participants will be able to use the manual version of WCIS.

5. Participants will be able to instruct students in how to use WCIS.

6. Participants will have knowledge concerning effective methods of promoting student awareness and use of WCIS.

7. Participants will be able to specify ways in which WCIS can be integrated into their school's comprehensive career education program.

III. Planning

Co-leaders: the local career education coordinator and a WCIS representative

Participants: Identification of a cadre of at least five persons, one from each of the following areas: counseling, social studies, language arts, vocational education and library services. These areas are suggested because together they reach all students within the high school setting. Administrative staff, such as the superintendent, principal and curriculum director, should be informed of training and invited to participate.

Prior to training, participants should have an opportunity to examine the WCIS materials. The user fees for WCIS should be paid and a local WCIS coordinator should be identified.

IV. Implementation of training program will include the following:

Day 1 - Morning

1. Activity: Co-leaders and participants are introduced to each other, and the goals and activities of the inservice are explained.

   Leaders: Local career education coordinator and the WCIS representative.

   Material: Inservice agenda

   Time: 5 minutes

2. Activity: Discussion of state and local goals and objectives of career education

   Leader: Local career education coordinator

   Material: Wisconsin State Plan for Career Education (vols. 1-5), Wisconsin scope and sequence model for career education (found in K-12 Guide for Integrating Career Education with Local Curriculum

   Time: 30 minutes

3. Activity: Discussion of the need for the system (advantages), how it has developed, who supports it, what information is included and what sources were used.

   Leader: WCIS representative

   Materials: Marketing brochure, sources of SOCC information sheet, data error forms, Parnes study

   Time: 15 minutes

4. Activity: Overview of each of the materials which is a part of the manual version

   Leader: WCIS representative

   Materials: All WCIS user materials

   Time: 15 minutes

5. Activity: Training on the two volumes focusing on one occupation and looking at the cross references, in addition to the sections not cross referenced. Answering questions such as: how are the volumes arranged? how do I locate information in each of the files? what do the parts of the occupational descriptions mean? how do I follow the "references to other information" section in the occupational description?

   Leader: WCIS representative

   Materials: Enough sets of the two volumes so that participants can easily follow along, a sample occupational search

Time: 1 1/2 hours

Day 1 - Afternoon

6. Activity: Participants work in teams finding answers to questions by using the two volumes.

   Leader: WCIS representative

   Materials: Sets of the two volumes, Manual Version Self-Evaluation Questions and Answers

   Time: 45 minutes

7. Activity: Introduction to the Scan process. Participants individually complete the Personal Profile Worksheets following the method in the Instruction Guide for Using WCIS Scan Sheets. They match their profiles to the occupational profiles.

   Leader: WCIS representative

   Materials: For each participant: one Instruction Guide for Using WCIS Scan Sheets, one Personal Profile Worksheet and one set of Scan Sheets

   Time: 45 minutes

8. Activity: After an explanation of the alternative method of completing a Personal Profile Worksheet (choosing an occupation of interest and identifying what is appealing about it), participants role play in dyads. One is a student with an occupation in mind, the other is the counselor/teacher helping the student clarify what s/he likes about the occupation and determine what other occupations are similar. They reverse roles. (Coaching is encouraged.)

   Leader: WOIS representative

   Materials: Two Personal Profile Worksheets, two Instruction Guides for Using WCIS Scan Sheets per dyad

   Time: 1 hour

9. Activity: Review and wrap up of the day's activities. Answer any questions that participants might have.

   Leaders: Local career education coordinator and WCIS representative

   Materials: None

   Time: As time permits

Day 2 - Morning

10. Activity: Participants role play student and counselor/teacher in dyads, different from those of the previous day. The situation should include administering the Scan and instructions in locating the information within the two volumes. The more "typical" the situation, the better. The two reverse roles.

    Leaders: Local career education coordinator and WCIS representative

    Materials: Instruction Guides for Using WCIS Scan Sheets, Personal Profile Worksheets, sets of the Scan sheets and enough copies of the printed materials so that there is one set per dyad.

    Time: 1 1/2 hours

11. Activity: Discussion of the state of career education within the school and how WCIS can be integrated into the comprehensive career education program. Who? What? Where? When? How? What can be done to promote WCIS? At what grade level do students learn about WCIS? Where do they learn about it? In the classroom? From counselors? How and when do other faculty learn about WCIS? The community? Outline a plan of attack.

    Leaders: Local career education coordinator and WCIS representative

    Materials: News articles, ideas list and brain power

    Time: 2 hours

Day 2 - Afternoon

12. Activity: Introduction of the "Recipe" concept and an opportunity for each participant to write one recipe applying WCIS to his/her discipline.

    Leader: WCIS representative

    Materials: Sample Recipes, blank Recipes and all other WCIS materials

    Time: 2 hours

13. Activity: Summary, wrap up and evaluation of the inservice. Where do we go from here now that we know everything we wanted to know about WCIS and more?

    Leaders: Local career education coordinator and WCIS representative

    Materials: Inservice evaluation

    Time: 1/2 hour

Wisconsin Career Information System

Two-day Inservice Evaluation

Please take a few minutes of your time to answer the following questions on the inservice in which you have participated. Your responses will be tabulated with those of the other participants in order to assess the value of this in-service and help plan future activities in career education. Circle the number which best describes your response to each question.

1 - 4 How helpful was the workshop in	No Help		Moderately Helpful		Very Helpful
1. promoting communication and exchange of ideas among participants?	1	2	3	4	5
2. developing your understanding of the goals, objectives and models for career education?	1	2	3	4	5
3. promoting the integration of WCIS into the curriculum at the secondary level?	1	2	3	4	5
4. developing a better understanding of your own particular role in integrating WCIS into the school setting?	1	2	3	4	5

5 - 10 How would you rate each of the following aspects of the workshop?	Poor	Fair	Good	Very Good	Excellent
5. Planning	1	2	3	4	5
6. Speakers	1	2	3	4	5
7. Agenda	1	2	3	4	5
8. Productivity	1	2	3	4	5
9. Overall quality	1	2	3	4	5
10. How helpful were the role play activities in developing your competency in WCIS?	1	2	3	4	5

11. Was sufficient time alotted for accomplishing the training activities?

Yes _____ No _____ If no, please explain.

(over please)

12 - 19 How do you rate your knowledge/competence in each of the following areas, having participated in the WCIS inservice? Circle the appropriate numbers.

WCIS Area/Skill	Level of Knowledge/Competence				
	Low		Moderate		High
12. Files of WCIS and their general contents	1	2	3	4	5
13. Procedures for using the Scan process	1	2	3	4	5
14. Procedures for directly accessing information in the printed volumes	1	2	3	4	5
15. Methods of promoting student awareness and use of WCIS	1	2	3	4	5
16. Methods of promoting parent/community awareness of WCIS	1	2	3	4	5
17. Various ways of instructing students in how to use WCIS	1	2	3	4	5
18. Ways in which WCIS can be used to support career counseling efforts	1	2	3	4	5
19. Ways in which WCIS can support a school or agency's comprehensive career education program	1	2	3	4	5

20. Additional Comments:

Name _____ User Site _____ Date _____

Thank you for responding.

APPENDIX D

A TRAINING PLAN FOR TEACHERS AND COUNSELORS TO INTEGRATE THE WISCONSIN EMPLOYABILITY SKILLS PROGRAM INTO THEIR CURRICULUM

Product of:

Wisconsin Career Education Consortium Project

Summer, 1978

Fred Ponschok
Local Project Director
Shawano-Gresham School District

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WORKSHOP EVALUATION I

INTRODUCTION

The purpose of this model is intended to train teachers at the secondary level in the delivery of employability skills for Career Education programs.

The program was developed under the direction of Mr. Carl Carmichael, Principal of Shawano High School, and three members of his staff. The staff consisted of Miss Charlotte Buckbee, Counselor; Mr. John Emerson, Language Arts and Social Studies Instructor; and Mr. William Heckler, Office and Business Education Instructor.

The Employability Skills Program, as developed by the Wisconsin Vocational Studies Center, University of Wisconsin-Madison, was selected by this group for content organizers in the preparation of this training plan. The group feels the plan they have developed will improve/strengthen the Career Education Program at Shawano High School as well as having the potential to accommodate other high schools in this capacity.

TRAINING NEEDS AND PROGRAM

Employability skills is cited as a major need among high school students throughout the State of Wisconsin. This need was identified in the results of the state-wide Wisconsin Senior Survey Study conducted by the Wisconsin Vocational Studies Center, University of Wisconsin-Madison, during the later part of the 1974-75 school year.

One of the major factors contributing to this need might well be attributed to the emphasis placed upon these skills in teacher training programs. This void was recently substantiated by several representatives of teacher training institutions in Wisconsin. However, other factors might have and could have contributed to this need area as well.

In order to alleviate the void and meet the student needs that exist, it was decided to use a plan entitled, "The Employability Skills Program" to train teachers in this area. This program is an individualized learning approach in various areas of employability which is educationally sound and economically feasible. The program can easily be incorporated into various areas of the curriculum. The program promotes student independence and confidence in the job search and focuses on the needs of the individual job seeker. The following areas are included in the program.

A. Job Planning

1. Getting started
2. Self-understanding
3. Personal papers and data
4. Resume writing

B. Job Acquisition

1. Finding job leads
2. Writing job letters
3. The interview
4. Taking employment tests
5. Wages, deductions and fringe benefits

C. Job Success

1. Unions and professional organizations
2. On the job
3. Money management
4. Changing jobs and the career ladder

D. Job Education

1. Two year community and technical colleges
2. Four year college and universities
3. Careers in the military

For further information about the Program, including user comments and preview arrangements contact the

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
Roger H. Lambert, Associate Director
321 Education Building (Box 49)
Madison, Wisconsin 53706
(608) 263-3696

PROGRAM OBJECTIVES

This training program is intended to meet the following objectives:

1. To expose each participant to major facets of employability skills.
2. Each participant will be able to implement one or more facets of employability skills into their instructional program.

PLANNING PROGRAM STRATEGIES

The team who planned this training program addressed themselves to the following tasks during the process:

1. Examine the entire Employability Skills Program to determine the credibility of the materials to meet the stated needs.

2. Link all Employability Skill module activities to Career Concepts and Objectives prescribed in the Department of Public Instruction publication, "K-12 Guide for Integrating Career Development Into Local Curriculum."

3. Present each Employability Skills module as an instructional unit to accommodate one or more instructional program(s).

4. Determine the most effective plan to integrate the Employability Skills Program into the curriculum.

5. Determine a means for program evaluation.

6. Organize an effective training plan format and delivery system.

PLANNING TEAM COMMENTARIES

1. The evaluation (expected students' outcomes) and the grading process should be addressed by the staff who will implement the plan during the training program.

2. Duplication of activities would tend to reinforce and/or extend previous learning.

3. Resource materials should not be limited to those of the Employability Skills Program.

4. The counseling staff can be considered as resource personnel to accommodate any phase of the program.

5. Program assessment should be documented and reviewed at the end of each year as a means for improvement.

6. The number of school personnel using the material would necessitate a management plan to control the instructional materials.

SUGGEST INTEGRATION PLAN

FOR

EMPLOYABILITY SKILLS
MODULES

-40-

Each school should assign personnel to study the material and decide upon an integration plan that would be most suitable for their system. Planning strategies may include both classroom and non-classroom based functions. These functions may be used for introduction, follow-up, reinforcement, and individual student study purposes.

The integration plan that was developed at Shawano High School is presented as an aid to other schools in planning their program. The training plan was scheduled for two days, which proved to be adequate. Twenty teachers were involved. Two sets of the Employability Skills materials were used to accommodate the group.

NO.	Module	Course for Main Emphasis	Courses for Reinforcement
1	Getting Started	Group Guidance 11	
2	Self-Understanding I	Group Guidance 11	Introductory Voc. Ed. Courses
3	Self-Understanding II	Senior English	Sociology
4	Two-year community & technical colleges	Group Guidance 11	
5	Four-year colleges & universities	Group Guidance 11	
6	Military	Group Guidance 11	
7	Personal papers & data	English 11	Capstone Courses
8	Resume writing	English 11	Capstone Courses
9	Finding job leads	English 11	Capstone Courses
10	Writing job letters	English 11	Capstone Courses
11	The interview	English 11	Capstone Courses
12	Follow-up & test taking	Guidance & Individual use	
13	Wages, Deductions & fringe benefits	Economics	Recordkeeping & Senior Math
14	Unions & professional organizations I	Economics	Capstone Courses
15	Unions & professional organizations II	Economics	Capstone Courses
16	On the job	Capstone Courses	
17	Money Management	Economics	Home Management, Recordkeeping, Senior Math
18	Changing jobs & the career ladder	Capstone Courses	Guidance on an Individual basis

TRAINING PLAN PROCEDURE SCHEDULE

The following list of suggested procedures are presented as a schedule to conduct the training plan. However, it may be necessary for some school systems to adjust this schedule and find some other suitable means to meet their own needs.

1. Read and discuss the Training Plan with the trainees.

2. Present Employability Skills materials to include:

   a. Brochure on program from the Wisconsin Vocational Studies Center
   b. Three ring binder of master copies of modules
   c. Filmstrip and tapes of modules

3. Distribute all training plan module packets and discuss their formats.

4. Conduct activity for Module I to condition group to program.

5. Have participants add these items to their Module I training format sheet.

   a. Under resource column
      add additional resources e.g., student assessments, etc.
   b. Under activity column
      add additional activities, if any
   c. Under evaluation column
      insert sample evaluation in "student will be able to" terms e.g., Student will be able to: recognize some needs of a job seeker.

6. Assign group to their specialty areas and distribute the filmstrips and tapes of the modules according to the suggested integration plan presented in this program.

7. Assign a leader for each group.

8. Assign tasks to each group. Have them submit completed format training sheets at end of workshop along with any other prepared materials for each Module they will address.

9. Meet with the entire group at the end of the workshop to discuss follow-up evaluations of program.

   a. Have group complete the prepared evaluation form for the workshop.
   b. The completed format training sheet defines the plan on how each trainee will use the materials.
   c. Inform trainees they will be asked during the year on the progress they have made to implement their plans and the problems they have encountered, if any.
   d. Maintain records on student achievement for each Module that is integrated into their program.
   e. Program impacts on learned competencies will be determined by one or both of these means:

      1. Student sampling
      2. Graduating seniors

TRAINING PLAN STRUCTURE

The Training Plan consists of packets that represent each of the eighteen Employability Skills modules. Each packet consists of the following items:

Training Format Sheet

This sheet is composed of these parts:

1. The grade and curriculum area from Shawano's integration plan.
2. Career Concept, General Objective and Career Area that the module addresses.
3. Suggested activities.
4. Module resource identification.

Suggested Evaluation

Supporting Materials

These materials represent those of the Employability Skills Program.

S A M P L E P A C K E T (M O D U L E I)

CONCEPT 13 - Career development requires a continuous and sequential series of choices

GRADE 11

GEN. OBJ. 166 - Identify and comprehend factors which may have relevance for one's career decisions.

CURR. AREA(S) Group Guidance

CAREER PLANNING AND PREPARATION

RESOURCES	ACTIVITIES	EVALUATION
Employability Skills Program Module 1 Getting Started Instructional Packet	Introduce students to module. Present tape and filmstrip Discuss Complete handout activities (if any) Evaluate	

EVALUATION SUGGESTIONS

MODULE 1

Getting Started

Completion, true-false, and/or essay questions based upon the discussion questions on pages 1-9, 1-10, and 1-11 of ESP materials.

MODULE 1 - GETTING STARTED

Synopsis The characters are introduced as are their intended career lines. Bad says he wants to become a mechanic, but hasn't really thought about how he will go about getting a job. Pete has just come back from a electronics job interview which did not go well. He found himself unprepared to fill out application forms, deal with employment tests and answer the interviewers' questions. Maria says she wants to be a nurse's aide but is fearful of her upcoming job interview. Sara is aiming for the upper levels of corporate business. She has been taking the business curriculum and plans to start her climb as a secretary. S.P. has taken welding courses and sees welding as a job he can pursue anywhere. He especially wants to move to a warm climate. Digger doesn't know what he wants to do. He hasn't decided which is more important for him, his career or his lifestyle. The rural life of his parents seems attractive, but so does four years of college. This group of students decides to go see Mr. McDuff, a teacher/counselor at their school. He tells them that job skills aren't enough to get a job. They also must know how to sell those skills and themselves on the job market. He agrees to work with them over the next few weeks as they bring their questions and problems to him.

Comment This initial module is designed to stimulate the student's thinking about getting a job; to raise many questions in their minds about what needs to be done and why. Obviously for any stimulus materials to be of maximum benefit, time must be allowed for discussion of the questions raised. Module 1 is short, about 15 minutes, in order to encourage this initial discussion.

Discussion Questions

1. When is the best time to start thinking about what you want to do as a career? When is "too late?"

2. When is the time to start thinking about how to get a job? January, March, May? Why should you begin to think about it early?

3. What is the demand for workers in your field? Who told you that? What makes you think they know what they are talking about?

4. How many class members have had paying jobs? How many got them through a

friend? through a relative? by going from business to business? by answering an ad? through the Job Service or an employment agency? Which of these sources of job leads do you think is best? Why?

5. What are the criteria you will use to select the job you will take? the pay rate? vacation plan? fringe benefits? type of work? type of company? location of the job? Which of these is most important for you? Why? Do you think your reason is the same for all others with your training? Why or why not?

6. What's the point in worrying about job hunting ahead of time? Is there any reason to believe that an organized job search will get you a job faster or more easily than the usual random approach?

7. Is it any easier to get a job around your present location than around some distant location? Why or why not?

8. How long after graduation do you think it will be before you find a job? How much money do you think you will need to carry you over? What is the shortest and the longest time a senior from last year's graduation went between the time he/she left school and the time they started their first job?

9. Do people always get jobs in the area of their training? (Will Maria likely get a nurse's aide job? Why or why not? What if she was trained in bookkeeping? in sales?)

10. Is being at the top of one's class, having talent and skills really <u>all</u> that is needed to get a job? What's the difference between the skills needed to do a job and those needed to actually <u>get</u> the job in the first place?

11. How many ways can you list in five minutes to get leads on jobs? What are the advantages and disadvantages of each of the methods you've listed?

12. How typical of your area is Pete's experience with application blanks, employment tests and interviews likely to be? What should Pete have done first so that he wasn't surprised by the electronics company's hiring procedures?

13. Why do some companies want a resume? What could they use it for anyway?

14. What's the difference between public and private employment agencies? How effective has each been in placing students from your school in the immediate area?

15. Be honest; how many people do you know who actually got their jobs from an agency? How many got them through friends or relatives? How did you get

your most recent job, no matter what it was?

16. Does being good at your skill or trade mean you'll get a job? Does being poor at it mean you won't get a job?

17. Are jobs for secretaries as easy to come by as Bad suggests? Why not?

18. Can a woman get into management today? How hard or easy is it? Is starting as a secretary generally a good way to do it?

19. Why aren't job skills the most important part of getting a job?

20. Why is Digger's position of being "flat of money" a very bad one from which to launch a job search and the start of his career?

Additional Activities

1. Ask some of last year's seniors back to class to talk about what the job hunt is really like in your town. Try to get a selection which includes males and females in a variety of career areas such as office, industrial, sales and service.

2. Have the class members interview a neighbor about how he or she got their present job and then about their first job. Point out the importance of friends, of unexpected circumstances, of being prepared to use those surprise job opportunities.

3. Select three or four volunteers. Have each go to a private employment agency, the Job Service, and a major local employer. Have them discuss their experience in class.

4. Have each student find ads in the local Sunday paper for job openings they think they could fill, right now. If the students do not live in a major metropolitan area, get a Sunday paper from the nearest city over one million in population and have each student find a job they could apply for. A brief paper on how they would apply for that job will highlight the job finding strengths and weaknesses of each student.

Employability Skills Workshop

Directions: Please respond to each of the following items as directed. Mark your responses on this form.

1. School System _____ Date _____

2. What is the name of the school building in which you work? _____

3. What grade levels do you teach? (Check all that apply.)

_____ (1) 6-8, _____ (2) 7-9, _____ (3) 10, _____ (4) 11,

_____ (5) 12, _____ (6) other _____

4. What subject(s) do you teach? _____

5-17. Respond to each of the following statements based on your experiences working with the employability skills materials. Circle your response using the following responses.

SD= 1= Strongly Disagree
D= 2= Disagree
U= 3= Undecided/Do not know
A=4=Agree
SA=5=Strongly Agree

Statements	Responses				
	SD 1	D 2	U 3	A 4	SA 5
5. Sufficient time was available to do the activities involved in the workshop.	1	2	3	4	5
6. The sample materials on employability skills were adequate.	1	2	3	4	5
7. More references and resource materials were needed.	1	2	3	4	5
8. We could have used more input form resource people who have worked with the employability skills materials.	1	2	3	4	5
9. The Employability Skills Program is relevant to the needs of our students.	1	2	3	4	5
10. It was relatively easy to adapt a portion of the Employability Skills Program to my course(s)	1	2	3	4	5
11. The employability skills content is relevant to my course objectives.	1	2	3	4	5

CVTAE
Form 7
Page 2

12. Employability skills content fits naturally with my other course activities and content.	1	2	3	4	5
13. I will have to delete some of the content from my course(s) in order to include the employability skills.	1	2	3	4	5
14. The employability skills content will make my course more relevant.	1	2	3	4	5
15. Employability skills can be an effective vehicle for developing some of the basic skills taught in my course(s).	1	2	3	4	5
16. Few of the employability skills will be of value to our graduates.	1	2	3	4	5
17. Counselors can provide valuable assistance during the school year as I present my employability skills content.	1	2	3	4	5

18. Comments:

Thank you. Please return as directed.

APPENDIX E

Agenda

MALES and FEMALES CO-EXISTING

in a SEXIST SOCIETY
1978

Monday, August 7

8:00 Agenda and purpose, introductions.....Jack Naughton
8:10 Opening comments.....Ellen Meister
8:30 Phi Beta Readers Showcase.....Darlene Olson

----------mid-morning break----------

Group discussion based on Reader's presentation. Margaret Planner-Hardy

11:15-12:15 Lunch (participant's responsibility).

12:15 "What's my Line" panel.....Jack Naughton

The panel consists of men and women working in occupations traditionally held by members of the opposite sex.

The panelists will talk about sexism as it relates to their work and their lives.

----------mid-afternoon break----------

Discussion with panelists.....Jack Naughton

2:30 Movie, "Wintersong".....Margaret Planner-Hardy

3:00 First day concludes.

Tuesday, August 8

8:00 Second day format, introductions.....Darlene Olson

8:15 Donna Barkman, author and lecturer. Non-sexist materials and their use in elementary school.....Margaret Planner-Hardy

----------mid-morning break----------

David Keith, Clinical Assistant Professor of Psychiatry, UW. Sexism effects as seen in family therapy plus some thoughts on ones' own children.

11:15-12:15 Lunch (participant's responsibility).

12:15 Movie "Men's Lives".....Jack Naughton

1:15 Begin work on planning and development of programs by participants.....Darlene Olson

----------mid-afternoon break----------

3:00 Second day concludes.

Wednesday, August 9

8:00 Movie "Sex Role Development".....Darlene Olson

9:00 Continue developing programs all this day..Margaret Planner-Hardy

11:15-12:15 Lunch (participant's responsibility).

12:15 "Ballad of Baby X".....Ruth Hutchinson

2:00 Synopsis of programs as developed.....Darlene Olson

3:00 Conclusion

MADISON EAST HOSTS SUCCESSFUL WOMEN'S WEEK*

By Shirley Jane Kaub

For the third consecutive year, a successful "Women's Week" was held at Madison East High this spring (March 13-17). With the slogan "Broadening Horizons for Women and Men", the focus was clearly on expanding opportunities for both sexes as roles change. The week was presented under the auspices of the East High Career Education and Sexism in Education committees.

Implicit in many presentations was self-awareness. The opening panel of student teachers and high school students discussed "Women in a Changing World: A Sense of Women in Herstory." Assertiveness training sessions were given for three periods on one day by Cynthia Goldsmith and Dr. Carston McKay, MATC.

Many of the presentations were explicitly career-oriented. Professor Lois Greenfield, U.S. School of Engineering, brought engineering students for a program titled "Engineering: Career for Whom?". Janna Pederson, of "Skilled Jobs for Women", made a presentation followed by a panel discussion on non-sterotype jobs for both men and women chaired by LVEC Audrey Lehman. A panel discussion on new health occupations was given by Marilyn Zuba, Employment Coordinator at Methodist Hospital Director of Nursing; Ken Heller, nurse at University Hospitals; and Jill Sarac, East High student. Subjects included new opportunities in such areas as: midwifery and physicians' assistant programs; special ways of handling reactions to persons in non-stereotypic roles; recommended high school classes for the new areas; and desirable personal qualifications.

Featured speakers on "Outstanding Women Day" were Dane County Judge Moria Krueger and Secretary Carol Toussaint, Wisconsin Department of Local Affairs and Development. "Women in Sports Day" boasted a panel discussion of outstanding women from the U.W.: Kit Saunders, Women's Athletic Director; Edwina Qualls, Basketball coach; and Pat Hielscher, volleyball coach.

Teachers brought classes to the various programs, and students were encouraged to attend discussions of interest during their free hours. Each day an appropriate film was also shown in the Forum. Co-Chairpersons for the week were Mary Maxwell, school social worker, and Shirley Jane Kaub, Career Education Coordinator.

*Reprinted from the Career Education Consortium News, April, 1978.

PLEASE READ AND POST

WOMEN'S WEEK

COME ONE — COME ALL

"Broadening Horizons for Women and Men"
March 13 - 17

SPECIAL EVENTS -- DAY BY DAY. COME DURING YOUR FREE PERIOD! COME WITH CLASSES! MAKE SPECIAL ARRANGEMENTS WITH TEACHERS TO ATTEND IF YOU'RE ESPECIALLY INTERESTED!

MONDAY March 13

"How Did We Get Where We're Going?"

Panel Discussion "A Sense of Women in Herstory" Mary Maxwell, East High Social Worker, Chair; Dave Zupek, Liz Rosen, Liz Hartman, student teachers; Jane Ely, Mary Workman, East High students — Barrett Room, Period 3 (10:25)

Film in the Forum: BIAS is a Four-letter Word — Periods 5, 6

TUESDAY March 14

Outstanding Women Day

Panel Discussion Health Occupations — Randle Room, Period 1 (8:15)
Marilyn Zuba, Employment Coordinator, Methodist Hospital, Chair; Ken Heller, Nurse, University Hospitals; Linda Burns, Administrator at University Hospitals; Joyce Alford, Director of Nursing, Methodist Hospital; Jill Sarac, East High student

Featured Speakers — Maria Krueger, Dane County Judge; Carol Toussaint, Secretary, Wisconsin Department of Local Affairs and Development — Margaret Williams Theatre, Period 5 (12:40)
Introduced by Darlene Hancock, East High Assistant Principal

Film in the Forum: Accomplished Women — Periods 2, 3

WEDNESDAY March 15

Women in Sports Day

Panel Kit Saunders, Women's Athletic Director, U.W.; Edwina Qualls, Women's Basketball Coach, U.W.; Pat Hielscher, Women's Volleyball Coach, U.W.; Andrea Koehn, East High Physical Education teacher, Chair — Margaret Williams Theatre, Period 2 (9:30)

Film in the Forum: Young Women in Sports — Periods 5, 6

THURSDAY March 16

"Free to be You"

Assertiveness training (for all interested women) Cynthia Goldsmith, WATC; Dr. Carston McKay, Psychologist — Randle Room, Periods 2, 3, 4

Panel Discussion "Food - Not Just Something We Eat" Debra Cman, East High Nutritionist, Chair — Randle Room, Period 6 (1:35)

Presentation "Engineering: Career for Whom?" Prof. Lois Groenfield, U.W. School of Engineering — Randle Room, Period 7 (2:30)

Film in the Forum: Women's Liberation — Period 5

FRIDAY March 17

"Where We Work"

Presentation Janna Pederson "Skilled Jobs for Women" — Barrett Room, Period 2 (9:10)

Panel Non-stereotypic Jobs for Woman and Men — Barrett Room, Period 3 (10:25)
Betty Scott, Chair; Jennifer Buerstatte, Branch Manager, First Federal Savings & Loan Association; Valery Gillam, Supervisor, Job Service; Tim Block, Secretary, Thorstead Chevrolet Inc.; Jim Morin, Day Care teacher, Union Day Care Child Development Inc. Day Nursery; Mary Jane Kapinus, Car Salesperson, Goben Cars, Inc.; Kathy Gmeinoder, Industrial Engineer, Madison Opportunity Center

Film in the Forum: Women's Rights in the U.S. — Periods 5, 6

PLEASE DISCUSS WITH CLASSES AND POST

**** Broadening Horizons for Women and Men ****

WOMEN'S WEEK
March 13-17

The following discussion activities are planned. Teachers are requested to reserve seats for classes in advance. If necessary to change rooms because of numbers wishing to attend, you will be notified. Students will also be encouraged to attend these sessions during free periods. We hope that some students may be excused from classes by arrangement with the teacher to attend discussions in which they are particularly interested. Please return the attached form to Shirley Jane Kaub or Mary Maxwell (Guidance Office) by Friday, March 10.

MONDAY March 13 — Period 3 Barrett Room Panel Discussion: "Women in a Changing World: A Sense of Women in Herstory" East High students and student teachers, Mary Maxwell leader: How did we get to our present roles in society? Has decision-making changed? What will the next five years be like? Are changes really offering new opportunities for both women and men? Comments from audience encouraged!

TUESDAY March 14 — Period 1 Randle Room Panel Discussion: "New Opportunities in Health Occupations" Male nurse, women administrators, East High students, Marilyn Zuba (Methodist Hospital Employment Coordinator), leader: What are the opportunities in new medical careers such as midwifery, physicians' assistant program? What are special ways of handling reactions to persons in non-stereotypic roles? Are there special problems? Which high school courses are valuable? Personal characteristics desirable for this area?

Period 5 Margaret Williams Theater Featured Speakers: Maria Krueger, Dane County Judge; Carol Toussaint, Secretary of Wisconsin Department of Local Affairs and Development; introduced by Darlene Hancock, East High Assistant Principal: What are special implications for women and men in the justice system? Are any changes occurring? What particular contributions can women make in government service? Will they change the system to any degree? Be ready to ask questions you would like answered by these women leaders!

WEDNESDAY March 15 — Period 2 (9:30) Margaret Williams Theater Panel Discussion: "Women in Sports" Kit Saunders, Women's Athletic Director, U.W.; Edwina Qualls, Women's Basketball Coach, U.W.; Pat Hielscher, Women's Volleyball Coach, U.W.; East High students; Andrea Koehn, leader: What is the future role of women in sports? Do school programs still discriminate against women? Will competitive sports change with the greater involvement of women? Should athletic scholarships be offered to women? What about sports for women after school years?

THURSDAY March 6 — Periods 2, 3 (Randle Room), 4 (Room 258) Assertiveness training: Cynthia Goldsmith (MATC), Dr. Carston McKay, psychologist. Learn how to stand up for your rights without violating the rights of others, how to put forth your ideas without being aggressive. (Individual students are also urged to sign up if interested.)

Period 6 Randle Room Panel Discussion: "Food — Not Just Something We Eat" Debra Oran (East High Nutritionist), leader. What are alternative diet styles? What about fad diets? What about nutrition in a fast-food society?

Period 7 Randle Room Presentation: "Engineering: Career for Whom?" Prof. Lois Greenfield and U.W. engineering students. What are prerequisites, opportunities, advantages and disadvantages in engineering for women and men?

FRIDAY — Period 2 Barrett Room Presentation: "Skilled Jobs for Women" Janna Pederson. What are opportunities for women in skilled trades?

Period 3 Barrett Room Panel discussion: "Non-stereotypic Jobs for Women and Men — Opportunity or Handicap?" Audrey Lehman (East High LVEC), leader.

K-6 career news

Sheboygan Area School Dist.
Sheboygan, WI 53081

Career Education is humanizing education for only HUMANS have careers.

Winter , 1978

When I returned back to work after the Christmas break, I found the following letter on my desk and thought I would share it with you.

"Dear Al,

I want to tell you what this ol' fellow from the Far North thinks about Career Education - I'm all for it. Why, if I had had Career Education and career development opportunities as a lad, there is no telling what I might be doing now!

How was I to know what I'd have to contend with in this career choice: training programs for elves (did you ever try to find miniature tools and workbenches? I hope OSHA doesn't get this far North); navigational aids for reindeer (up here its status to have the reddest nose); yearly explanations to Ms. Claus why we still ride in a sleigh instead of a 707; chimneys that are too small or end in the furnace; having to wear a red suit with fur trim and black boots all the time (I'd like to try a denim jump suit next year); shouting Ho-Ho-Ho all the time; trying to be jolly all the time when the cute little tykes pull my pre-maturely grey beard to see if its for real!!!

Now, if I had had Career Education as a student I would have had opportunities to assess my own interests and abilities; develop interpersonal, problem-solving, and decision-making skills; grow in self-esteem; understand what work is and how other people's work contributes to my well-being; learn the basic skills that are so necessary to every kind of work; etc. I'm now working with subordinate clauses!!!!!!!

The students in Sheboygan deserve Career Awareness activities now! Career Education now will help to prepare them to make future career decisions that are best for them....do you think it's too late for a career change for me?

Love, Santa C "

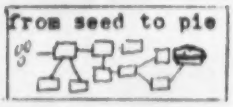
CONGRATS ! !

In case you missed it in the Press, congratulations are in order for the folks at Grant. They were recognized by the National Institute of Education (NIE) recently for having one of the 21 best Career Education programs(in the model school phase of the Sheboygan C.E. project) in the nation. We are all proud of the fine leadership shown by the principal, guidance counselor, librarian and staff.

SPECIAL THANKS ! !

Sheboygan teachers are often asked to serve as consultants and experts to other school districts and community groups. Recently, Bob Stroh, Darryl Mack and Judy Kapellen from Longfellow and Dorothy Milroy and Pat Grams from Grant went to Wauwautosa to offer their expertise for a graduate level course in elementary counseling and methods. How can you help to spread the activities you are doing?

IDEAS !!



Display pictures from magazines or from students of the occupations involved in bringing a pie (or any other completed product) to the table. Include: store salesperson, farmer, trucker, cannery worker, grocer, homemaker, etc. Peripheral jobs that support others should also be included such as farm equipment sales, pie tin manufacturers, etc. This is a good lesson in interdependence and it reinforces the concept that we benefit from each other.

"He's not bothering me, lady. I get paid by the hour!"

MORE IDEAS . . .

Divide a bulletin board in half. On one side display pictures and stories about people who, in our community, work with other people. On the other side, show people who work alone. Discuss the merits and shortcomings of each. This can also be done with indoor/outdoor occupations and lots more.

A Non-Sexist Poem for You

My dog's name is Plumber, he must be a boy,
Although I must tell you his favorite toy
Is a little play stove with pans and pots
Which he really must like, 'cause he plays with it lots.
So perhaps he's a girl, which kind of makes sense
Since he can't throw a ball and he can't climb a fence.
But neither can Dad, and I know he's a man
And Mom is a woman and she drives a van.
Maybe the problem is in trying to tell
Just what someone is, by what he does well.

Free to Be Foundation, Inc.

Here is a great "What Would You Like To Be" game: A great way to find out which of your students are the punniest.

What would you like to be?

A drill press operator? "too boring"

A Banker? "no interest"

A Dry Cleaner? "too pressing"

A Golfer? "not enough drive"

A Boxer? "count me out"

An Astronomer? "Heavens, No!"

Challenge yourself and your class to think of more!

Have students write a paragraph each day for a week and on Friday compare the different feelings on different days. How do those feelings affect the kind of work we do at school? Do feelings affect how people do their jobs? Can we overcome our depressed feelings? Can other people help?

From the St. Paul, Minn. Career Ed. Activity List:

---Outline a map of the city or use a city map (available at Sheboygan banks). Locate various industries. Find out how many people these businesses & industries employ. Use symbols to show the concentration of workers - under 50, 50-100, 100-500, 500-1,00, over 1,000, etc. Find out why these businesses and industries developed in various locations. This would be most useful in a discussion of goods and services, available natural resources, transportation links. Letter writing and telephone inquiries can be a part of the learning tasks. I'd like to know if anyone does something like this.

* * * * * * * * * * * * * * *

---List, discuss and read about people whose jobs require them to work on holidays. eg., grocery store workers, telephone operators, farmers, fire fighters, police officers, hospital workers, etc. Children might choose one of these occupations, do whatever research their age level allows, and write, draw or speak about "How I spent Easter" or "I'm glad_____works on holidays because . . . . "

* * * * * * * * * * * * * * *

---Technology has been responsible for creating many different kinds of jobs. It also has decreased the need for many other jobs. Here are some activities which can be tied in with Social Studies or Science units.

1. Make a picture time-line of advancements in technology since 1875. Show various ways in which people did work in the 1870's and how they do similar work today.
2. Research a major invention of the last 100 years, such as a car, TV or radio, airplane and discuss what new jobs have been created and/or eliminated because of that development.
3. Determine the number of machines used in school. What jobs are involved with them?

Please keep me informed about special Career Ed. related things going on in your classroom.

CE NEWS

Madison, WI, East High
May, 1977, II, 8

CAREER EDUCATION CONTINUES THIS SUMMER

Nineteen staff members will work on Career Education under extended employment contracts this summer. Funding is by the Wisconsin Career Education Consortium. Department chairpersons Bob Brill, Tom Ellenbecker, Don Horn, Shirley Jane Kaub, and Alice Mielcarek will meet Wednesday morning, June 15, at East to discuss activities in Career Education during the past year and to set departmental and school goals for 1977-78.

Rolf Mjaanes and Donna Calvert will work on constructing a detailed unit for English 10 in job-finding skills, including both written and oral applications. They will also contact persons in the business sector to act as resources during the teaching of the unit. Objectives of the unit will be tied in with East departmental goals. Another departmental project is the revision of the Math Survival Skills Test by four members of the math department, Al Frawley, Elinor Obedey, Marv Richter, and Stephen Lang. They will also start to develop materials for a math survival skills course. For the science department, Jim Schmidt will complete the tabulation of the science department survey. If possible, he will also look at possibilities in Career Education especially geared to minorities and at increased opportunities for coordination with the Guidance Department.

Special programs will also receive attention. Dan Davis, Bruce Piddington, and Vern Belisle will work on modification of the English/social studies 10-6 bloc to enrich the Career Education emphasis and to add flexibility. Sharon Glasrud will explore resources in acquainting English 10-4 students with suitable and available jobs.

In the area of support services, Art Nelson and Ted Callis will work to enlarge and improve the Career Center (122), while Eleanor Bowden will act as a resource to other projects and work to improve the IMC Career Corner.

Both activities also reflect a concern and principal goal of the East High Career Education Committee: to increase use of CE materials currently held by both students and staff.

****

About $270 of additional staff requests for CE materials were met through funds not used for extended employment.

****

JOB-FINDING COURSE USES MANY RESOURCES

The job-finding mini-course taught by Dan Davis was climaxed by interviews of students conducted by Wanda Warner, MTPS Employee Services, Ruth Zellmer of the city personnel service, and two representatives from Professional Careers. In an introduction to the interview, Dan did all things "wrong" in a simulated interview with Betty Scott. Military representatives have appeared in the class, with arrangements made by Ted Callis; and Harvey Bluschke, head of the apprenticeship program at MATC, gave a presentation arranged by Audrey Lehman. Staff members who have taught the class include Tom Abel and Shirley Jane Kaub, and Counselors Don Duppler and Art Nelson have given assistance.

One of the final activities of the course was individual field trips arranged by the students themselves.

PARENT/STUDENT SWAP DAY HELD IN OREGON

For three Tuesdays this semester, participating Oregon (Wis.) high school students went to their parents' jobs while the parents attended classes. The Parent/Student Swap Day had a double objective: providing an opportunity for parents to learn about their children's high school program and for students to learn about their parents' jobs and other facets of business and industry. A total of 87 parents participated.

VOCATIONAL STAFF TAKES WORKSHOP

Eleven members of the vocational staff at East recently participated in a workshop titled "Eliminating Sex-Role Stereotyping in Vocational Education". The purpose of the workshop was to field-test one of three inservice modules developed through a federal project grant under the Women's Educational Equity Act, supported by the Wisconsin DPI. Objectives of this module were: 1) to focus attention on attitudes about men's work and women's work; 2) to conceptualize one's images of "non-traditional" work for women and men; 3) to develop awareness of personality characteristics associated with traditional work for men and non-traditional work for women. The group discussed ways to encourage students to explore non-traditional occupations.

Teachers who participated were Gil Bloom, Bob Brockel, Tom Abel, Cheryl Ziegler, Judy Watson, Norb Kaczmarek, Eleanor Rhinehart, Jan Deadman, Estelle Goldenberg, Betty Scott, and Carol Durand. The trainer was LVEC Audrey Lehman.

MEETING FOR WOMEN SET FOR JUNE 3 - 5

One of the Meetings for Women being held in every state and territory this year will be in Madison June 3-5, sponsored by the Wisconsin International Women's Year Coordinating Committee. A member of the Committee is Carol Toussaint, East High parent, speaker at NHS induction ceremonies, former National Vice President of the League of Women Voters. The conference here will begin with registration and opening session on Friday evening. On Saturday, June 4, over 70 workshops will be held at MATC in the clusters of employment, education, family life, health, and overviews of women's issues. Mary Maxwell, East High School social worker, is a member of a panel "Remember Your High School Days?" scheduled from 4:30 to 6; Shirley Jane Kaub, Career Education Coordinator, will participate in a sectional titled "What is 'Women's Studies'?" from 2:30 to 4. The meeting is open to all Wisconsin residents. Registration, including reservation at the Saturday noon luncheon at the Edgewater, is $5. For advance registration or information, write to IWY Wisconsin Meeting for Women, 30 W. Mifflin Street, Room 210.

RECOMMENDATIONS FOR ADOLESCENT EDUCATION

The final report of the National Panel on High School and Adolescent Education, a book titled The Education of Adolescents, includes the following recommendations:

--integrate schooling with the life of the community
--treat adolescents as responsible members of society
--include adolescents in the decision-making processes of community life

Sound like Career Education? (The book is available from the U.S. Government Printing Office for $2.15.)

EBL PROGRAM FUNDED AT FOND DU LAC

The federally-funded Experience-Based Career Education Program (EBCE) has been in full gear at Fond du Lac since January. It involves 61 students and more than 70 businesses and industries. After self-assessment, a student chooses three careers for exploration, then -- with the help of a placement counselor -- is placed with a resource person whose business or industry has a job opening in the chosen area. The student works with the resource person four days a week during business hours. The fifth day is spent with a learning coordinator on the academic program, which is individually tailored for each student; work with the coordinator is done on a one-to-one basis in five subject areas (natural science, social science, math, English/communication, and career education). All academic work is related to the career experience. In the work area some students gain actually hands-on experience while others are limited largely to observation.

HAPPY SUMMER -- whether you spend your time at leisure, at work or in continuing education! All are part of your career development

Shirley Jane Kaub
Career Education Coordinator

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